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year and of appropriate methods of nurture at each period. These latter suggestions include stories, verses, books, plays, games, and home occupations which are helpful, and other means of service by which the Institute and the parent may co-operate in bringing the child to his fullest development. The Institute requests mothers to make use of these charts, as they develop a working index for valuable personal help with each child as well as for herself.

Part Two opens with a Chart of Parenthood. It consists mainly of several hundred answers to the questions that parents most frequently ask as they meet their daily problems in the home. For those who will go more thoroughly into their work, the best books for parents are listed and described, the organizations that help the home are named and defined, and parents and teachers who wish to study together are given plans for organization and study. There are abundant cross-references between the two parts of the book, and the unusually full index brings to light all the treasures of the volume.

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*Education for Industrial Workers.* By HERMAN SCHNEIDER. School Efficiency Series, edited by PAUL H. HANUS. Yonkers-on-Hudson, N.Y.: World Book Company, 1915.

The author states that in organizing industrial education consideration must be given to the fact that there are two kinds of occupation, energizing and enervating, and also that there are two kinds of training, that which is given prior to entry into gainful occupation and that which accompanies gainful occupation. A scale is suggested running from the most enervating to the most energizing occupations. Judging from the conditions as revealed by the New York Survey, the industrial education given in that city is good, but inadequate. Prevocational schools with broad courses should be encouraged, day continuation schools with compulsory attendance and, to a less extent, part-time co-operative schools should be established, while trade schools and elementary night schools should be abolished, the feeling of co-operation between school and shop should be fostered, and the aim of the school to train for real community efficiency should not be forgotten.

ERNST E. WELLEMAYER

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*Plane Geometry.* By J. W. YOUNG and A. J. SCHWARTZ. New York: Henry Holt & Co., 1915. Pp. x+223.

The study of plane geometry is approached in an informal way by means of a study of geometric drawings. After the pupil has gained an understanding of the fundamental notions of geometry, the work becomes of a formal character. Characteristic features are the use of symmetry as a method of proof, the introduction of trigonometric ratios, and the use of colored auxiliary and construction lines.

FRANCES FENTON BARNARD